DOCUMENT RESUME

ED 100 810 SP 008 714

AUTHOR	Burdin, Joel
TITLE	Three Views of Competency-Based Teacher Education: 1. Theory. CBTE Promise and Problems. Fastback 48.
INSTITUTION	Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PUB DATE	74
NOTE	41p.; For related documents, see SP 008 715 and 716
AVAILABLE FROM	Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.50, money must accompany orders of less than $5.00)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Educational Assessment; Educational Technology; Flexible Schedules; Individualized Programs; *Performance Based Teacher Education; *Problems; *Teaching Skills

ABSTRACT

This monograph discusses competency/performance-based teacher education (C/PBTE) as a training alternative with promise and problems. Four basic characteristics of C/PBTE are discussed, namely, specification of competencies to be mastered, assessment of C/PBTE outcomes, extensive use of technology, and use of flexible time requirements for individualizing training programs. Also, some implied characteristics are discussed, and working examples are used to illustrate both kinds of characteristics. Some problems relating to C/PBTE programs are discussed, including budgeting, selecting competencies, assessing problems, and creating a massive training and retraining program. Discussion of issues that arise concerning C/PBTE and the present status of and future possibilities for C/PBTE conclude this monograph. Categories of teacher behaviors, resources for C/PBTE, and illustrative competencies for Minnesota are appended; an 11-item bibliography is included. (PD)

ED 100810

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EBTE

PROMISE AND PROBLEMS

FASTBACK 48

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Phi Delta Kappa Educational Foundation
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

JOEL L. BURDIN

Joel L. Burdin is associate director, American Association of Colleges for Teacher Education, Washington, D.C. His duties include editing the *Journal of Teacher Education* and serving as secretary of Associated Organizations for Teacher Education. While carrying various AACTE assignments, Burdin also served as director of the ERIC Clearinghouse on Teacher Education during the first six years of its operation. He has been a teacher, principal, and curriculum coordinator in the public schools. Prior to joining the AACTE staff, Burdin was a collegiate laboratory school administrator, supervisor of student teachers, instructor of professional courses, and editor. He has written many books monographs, and articles, including *Elementary School Curriculum and Instruction* (The Ronald Press, 1970). Other areas of strong interest are staff development, educational futurism, educational change processes and results, professional partnerships in education, influence of current events on education, and educational communications and information services. Burdin's B.A. was awarded by Western Michigan University, Kalamazoo, and his doctorate by Michigan State University, East Lansing.

Series Editor, Donald W. Robinson

Rec'd 1/10/74

BEST COPY AVAILABLE

THREE VIEWS OF COMPETENCY-BASED TEACHER EDUCATION: I Theory

By Joel L. Burdin

Library of Congress Catalog Card Number: 74-83887
Copyright © 1974 by The Phi Delta Kappa Educational Foundation
Bloomington, Indiana

TABLE OF CONTENTS

C/PBTE: A Training Alternative with Promise and Problems 5
Basic Characteristics of C/PBTE 7
Implied Characteristics of C/PBTE 9
Some Working Examples 11
Some Critical Problems 15
Some Important Concerns 17
What Now? What Next? 20

References 23

Appendix A: Categories of Teacher Behaviors 24
Taxonomy Categories in DODL System 24

Appendix B: Resources for C/PBTE 26
Competency Classification Index 27

Appendix C: Illustrative Competencies for Minnesota Social Studies Teachers: Affective 30

BEST COPY AVAILABLE

C/PBTE: A TRAINING ALTERNATIVE WITH PROMISE AND PROBLEMS

"A 'C'? I got a 'C' on my coat hanger sculpture?" Thus begins a "Peanuts" discourse on performance accountability. Everyone gets blamed for Luci's "C"—the teacher, who taught coat hanger sculpture; the manufacturer, who determined the quality of the hanger; and her parents, who selected the dry cleaning establishment. Besides, as Luci notes indignantly, the quality of art cannot be judged immediately! Why was she alone held accountable?

Schultz has comically depicted the problems of judging performance. Difficulties of assessing performance and accountability of coat hanger sculpture, however, pale in significance when compared to complex teaching-learning processes. We can laugh at "Peanuts," but teacher educators caught in the throes of impending competency/performance-based teacher education (C/PBTE) are not laughing. We will use "competency" and "performance" interchangeably. Well over half of the states are studying, promoting, or requiring C/PBTE as a total or partial approach to preparing elementary and secondary school teachers.

It is difficult to get agreement on what C/PBTE is. C/PBTE is that educational process which can help a prospective teacher master the art and science of teaching. A C/PBTE trained teacher is able to plan how a student will change as a result of instruction and what the outcomes of his teaching will be. C/PBTE precisely defines the processes and intended effects on teachers in training, and these are measured to determine the success of the training. Objectives include knowledge, skills, attitudes (feelings and values), and behaviors which must be mastered to specific levels of satisfaction before the next training tasks are undertaken. Finally, a whole series of carefully planned tasks

must be mastered before a person is licensed to teach. C/PBTE tasks are based on what teachers do. Training objectives and activities are so specific that everyone knows who is succeeding or failing—and to what degree.

Strong claims are made for C/PBTE trained personnel. They are true professionals ready to diagnose learners' needs and learning situations. They know how to prescribe instruction to promote growth. Preparation is in harmony with the real world of teachers, not an ideal or theoretical picture.

Assessment of the training program provides evidence of the training program's ultimate success and failure: how well teachers teach. Constant study of the whole system is made by collegiate, secondary, and elementary personnel. Teachers and their trainers are held accountable for results of the training system. This promotes widespread efforts to improve results. State officials evaluate the system to make sure that its graduates are qualified to receive teaching licenses or renewals.

A technical definition of C/PBTE is provided by W. Robert Houston and Robert B. Howsam. "Standard dictionaries provide no definition for competency-based. This is a coined word of recent origin. The word *competency* has been chosen to indicate an emphasis on the *'ability to do,'* in contrast to the more traditional emphasis on the 'ability to demonstrate knowledge'." While definitions differ in detail, this definition would generally be acceptable; similar definitions can be found throughout literature on C/PBTE.

A contrast with commonly practiced teacher education programs is helpful in understanding C/PBTE. The following standards are now required for national accreditation:

1. Course work in general education studies (the largest block of credit hours), for example, history, science, and mathematics
2. Study in the preservice and inservice teacher's area of subject specialization (the next largest group of courses), for example, social science, literature, art, or industrial arts
3. Formal study in the humanities and behavioral subjects (a fairly large block of credits), for example, philosophy and psychology

4. Laboratory and clinical experiences in teaching and learning (relatively few credit hours for secondary education majors, more for elementary majors), for example, classroom observations and working with one grade school student or a small group
5. Applied or practice teaching (typically full-time teaching for two months or more).

The implicit goal of a program based on these requirements has been completion of course work with passing grades usually within a rather long unit of time such as a semester. Specification of precisely what the teacher in training is to get from course work often has been lacking, although in recent years much attention has been given to defining training objectives carefully.

Basic Characteristics of C/PBTE

Before a program can be considered C/PBTE, several accepted characteristics should be built in. Four are basic:

Specified Competency to be Mastered: Teachers are prepared for hundreds of actual teaching situations. Competencies must be clearly related to actual tasks performed by students in grades K-12 as well as related to what teachers actually do. Or at least the competencies must be sanctioned by professional opinion. Research studies are undertaken regularly to determine the C/PBTE program's effectiveness.

The competencies are organized into categories of competencies which could prepare educational personnel to deal with broad topics such as 1) helping children with low intelligence or speech that deviates seriously from normal patterns, 2) using generalizations and concepts to create scientific hypotheses, and 3) planning instruction. Appendix A lists seven categories. Categorizing competencies helps unify both pre- and inservice preparation programs. Specific performance-based training tasks can be added, revised, or removed without disrupting the total program's framework. Simple and increasingly more sophisticated competencies can be identified for trainees as they move through their tailored preparation program.

Of the thousands of currently identified competencies, those

thought to be desirable and sensible for local objectives can be adapted and converted into modules (training units). Eventually local training staffs may want to identify other competencies and build totally unique training programs. Under no circumstances should competency descriptions and instructional modules be adopted wholesale from other programs.

The identification of competencies is brought about through a systematic, yet highly personalized, approach. The systems approach begins with a comprehensive problem statement and proceeds to separate the parts of the problem and to determine relationships of the parts. George Dickson and others note that a teacher education system has purposes (teachers with knowledge, skills, and attitudes which produce learning), processes (readings, discussions, and activities), components (instructional and management aspects such as courses, schedules, learning units, and time units), and products (educational personnel produced by the total system). Flow charts or PERT charts are familiar forms of the systems approach.

The systems approach results in a program based on a study of interrelated teaching tasks considered essential by our society, a particular state, and specific training unit. Personalization permits individuals to master the programs in personally meaningful ways at their own rates. While the training route is personalized, the destination (specified competencies) is predetermined by the staff.

Assessment of C/PBTE Outcomes: Training programs are considered effective if a trainee can teach well. He must perform at specified levels of effectiveness. What he knows about teaching—as indicated by tests—and how well he can talk about teaching—are less important than demonstrated performance as a teacher. His successful performance determines when he passes on to the next training task.

An individual trainee's record lists specific competencies which he performed at required satisfactory levels. Individual records show how well a person has succeeded in mastering competent teaching. Such records replace grades. According to Dickson, "Success is determined by the degree to which graduates have achieved the system's objectives in terms of the specified knowledge, skills, and attitudes. Evaluation ascertains the degree

to which this occurs. Information obtained from such evaluation is constantly fed back into the system to make needed changes in the purposes or components of the entire program." The program itself is assessed. Only when the teachers perform tasks successfully are trainers and the total program judged effective.

Extensive Use of Technology. Computers are the basic technology required for C/PBTE. Additional technological tools are those used in good training units now: video-tape recorders, audiovisual aids, closed-circuit television, and so on. These technological tools are required: 1) to organize a very complex training program into usable form, 2) to provide adequate records (some computerized records are needed for all but the smallest programs) of diagnosed individual training needs, progress, and problems, and 3) to provide individual records of many elementary or secondary students to determine the effectiveness of teaching. Records are required for continuing research.

Flexible Time Requirements: Since the training program can be tailored to suit individual students, the time needed to complete the program may vary. Rigid time units such as semesters are eliminated for C/PBTE purposes, but they may be maintained to the extent necessary for traditional record keeping activities. Since C/PBTE training time consumes resources, it may be necessary to impose some practical limits on the time a trainee spends in a program. If success seems improbable after a reasonable time, a trainee may have to be guided into another vocational choice.

An individual enters a training program under terms negotiated with a training counselor. The trainee may shortcut some training activities if testing and demonstration indicate acceptable competence. He may even drop out of the program temporarily. C/PBTE emphasizes exit competencies—what a trainee can do when he completes his program. An individual can be licensed for work with children and youth only when he demonstrates competencies deemed essential.

Implied Characteristics of C/PBTE

From these four basic requirements of C/PBTE, there necessarily follow certain implications for control and organization. The con-

trol of different parts of a C/PBTE program is determined by who can do what most effectively. Collegiate personnel must work with their colleagues in elementary and secondary schools. Such a partnership is crucial for C/PBTE programs, which commonly use school sites in training activities. Finding master teachers to act as co-teacher educators with college staffs is important in building a C/PBTE program.

A commonly advocated organizational vehicle is a professional development center (teacher center), jointly operated by school district and collegiate training personnel. A comprehensive discussion of teacher centers is found in the *Journal of Teacher Education* XXIV, No. 1 (Spring, 1974). Teacher organizations demand a full-fledged share of decision making with regard to teacher education and activities. The National Education Association and American Federation of Teachers commonly assert that C/PBTE must be understood and supported by classroom teachers if it is to succeed.

The C/PBTE training system has great potential for encouraging dialogue between everyone concerned with preparing educators. Since training specifications are known by all, precise discussions and planning can be undertaken by critical groups: teacher education institutions, perspective and inservice teachers, the school, certification agencies, professional education organizations, community groups, and the public. Poor performance by elementary or secondary students, then, is the responsibility as well of collaborating collegiate institutions and school districts which prepare educational personnel.

Staff is selected on the basis of what it can do to help trainees attain specified performance tasks. Training staff rewards and promotions are based on measurable outcomes of their activities, that is, what they do to help people become effective teachers. Degrees, professional writing, and additional professional recognition are less important than training performance. The trainers secure advice from colleagues, from professionals and laymen where the trainee will teach, and from the trainees.

Teachers in training master the program on a personalized basis. Each trainee proceeds at a pace and on a level of competence which are personally sensible; materials are organized into manageable modules. These modules contain prescriptions

for mastering specified activities and knowledge, testing materials, and activities and supplementary materials for those who need extra work in order to achieve satisfactorily.

Some Working Examples

Descriptions of C/PBTE programs can clarify how this training approach works. Selecting competencies, a task which requires much work, is a first step in creating a training unit or module. A group developing competencies for prospective teachers in Pennsylvania trimmed their list to sixty-two basic competencies. Some of the competencies are very broad:

> "The teacher will demonstrate knowledge of philosophical implications in the establishment of educational program directions, priorities, and goals."
>
> "The teacher will employ a variety of techniques, materials, and methods which will actively involve each student in the learning situation."
>
> "The teacher will create an awareness among students of their individual differences and have them respond accordingly."

Others are rather specific:

> "The teacher will demonstrate effective use of library facilities, instructional media, and other educational technology."
>
> "The teacher will identify the agencies and agents which affect, make, and implement educational policy at the local, state, and federal levels."

The University of Georgia model building program is one of the most advanced. A description of one Georgia module's objectives provides a useful contrast to the ones created in Pennsylvania. The module, "Social Studies for the Elementary School, Proficiency Module #7, Intercultural Understanding—The Problem and the Process," is a good one to examine. It deals with a topic which is harder to convert into C/PBTE terms than many aspects of music, mathematics, physical education, or industrial arts—where results are highly visible and measurable. The Georgia objectives are stated behaviorally—highly specified objectives which tell what trainees should be able to do after completing a training unit.

The sequence of activities in this module is designed to de-

velop the terminal competency listed in the following behavioral objective.

1. Terminal Competency:
   Given selected information on the "objects" and "dimensions" of intercultural understanding, the reader will be able to derive a generalization from a set of cross-cultural data and write a lesson plan incorporating an "object" and a "dimension" of intercultural understanding.

2. Enabling Activities:
   A. The terminal objectives of the following modules are considered as enabling objectives for this module:
      1. Organizing knowledge for instruction
      2. Harmonizing questions and activities used by teachers with the level of cognitive behavior expected of pupils
      3. Concept formation and concept teaching
      4. Interpreting data
      5. Role playing and simulation
      6. Values and the valuing process.
   B. Given selected information on the "objects" of intercultural understanding, the reader will be able to derive from a set of cross-cultural data: 1) a generalization illustrating man-land relations and 2) a generalization illustrating man-man relations.

The next step after writing behaviorally stated objectives is to develop operating training units—commonly called modules in the C/PBTE literature—which a trainee can use to develop each specified competency at prescribed levels. In a total training program, hundreds of modules would be needed to develop one- to two-thousand competencies selected for a particular C/PBTE program.

C/PBTE training modules should be organized by families of competencies and designed for different levels of professional development. The publication, *Acquiring Teaching Competencies*, provides a technical overview of how to tie in individual modules to six basic teaching functions and to three skill levels—beginning teacher, experienced teacher, and master teacher. The skill level for which a particular training module is pitched obviously greatly influences training content, techniques, and materials. (See Figure 1). In a C/PBTE program modules would be created for each competency and each level.

BEST COPY AVAILABLE

FIGURE 1
An Organization for Teaching Functions, Skills Levels, and Training Modules

Teaching Functions*	LEVEL 1 Beginning Teacher	LEVEL 2 Experienced Teacher	LEVEL 3 Master Teacher
SPECIFY OBJECTIVES	1.10 Writing Objectives I** 1.11 Selecting Objectives 1.12 Cognitive, Affective and Psychomotor Objectives	1.20 Writing Objectives II 1.21 Bloom's Taxonomy 1.22 Affective and Psychomotor Taxonomies	1.30 Sequencing Objectives
DIAGNOSE LEARNERS	2.10 Constructing Evaluation Measures 2.11 Administering and Scoring Diagnostic Tests 2.12 Sight, Hearing, Speech, and Psychological Testing for Teachers	2.20 Measuring Reading Ability and Reading Level 2.21 Using and Interpreting Standardized Test Scores	2.30 Identifying Physiological and Psychological Disorders
PRESCRIBE INSTRUCTION	3.10 Selecting Materials and Resources of Instruction 3.11 Prescribing Instruction for Individuals	3.20 Organizing Peer Tutoring 3.21 Using Para-professionals in the Classroom	3.30 Training Para-professionals 3.31 Matching Students with Instruction 3.32 Developing Instructional Segments
INSTRUCT LEARNERS	4.10 Tutoring 4.11 Procedures for Individualizing Instruction 4.12 Question Asking 4.13 Leading a Discussion 4.14 Effective Learning 4.15 Teaching for Mastery	4.20 Probing Techniques	4.30 Organizing a Teaching Team
MOTIVATE LEARNERS	5.10 Student Record Keeping 5.11 Using Contingency Management in the Classroom	5.20 Gaining Student Attention	5.30 Organizing Contingency Management Programs 5.31 Conferencing and Counseling with Students and Parents
EVALUATE INSTRUCTION	6.10 Marks and Grades 6.11 Reporting Progress to Students and Parents 6.12 Teacher and Program Evaluation		6.30 The Teacher as Experimenter 6.31 Evaluating Affective Behavior 6.32 Analyzing Verbal Interaction

*Based on a model by Freider (*Educational Technology*, February, 1970).
**Each title in the chart denotes a module of instruction of varying length.
Source: Okey, Brown, and Lewis, *Acquiring Teaching Competencies: Reports and Studies*

The South Carolina State College Model Elementary Teacher Education Program uses an easy-to-understand format for individual modules. Each module has:

1. Number and title of particular module
2. Requirements before module can be started
3. Behavioral objectives and performance criteria for trainees (specific, measurable objectives)
4. Estimated time needed by student and instructor
5. General objectives
6. Description of instructional activities in specific detail
7. Test items and required level of mastery (e.g., 90 percent accuracy)
8. Resources for particular module.

Some additional and optional parts of a module identified in an issue of "CBC Newsletter" include the following:

1. Assessment activities to determine which competencies the trainee has previously mastered and thus do not have to be covered
2. Persons responsible for instruction and assessment
3. Statement on whether the competency is required or optional

The South Carolina program must meet several criteria. The staff there identified major differences between C/PBTE and a traditional program. The C/PBTE must be specific, detailed, continuously assessed, and self-correcting as the need is determined. (See Figure 2.)

Several pages from a comprehensive Minnesota guide for social studies illustrate the complexity of creating a C/PBTE program. (See Appendix C.) On the other hand, the thoroughness of a C/PBTE design demonstrates one of its very real strengths. The Minnesota design has a unique feature: It begins with desired pupil outcomes which teachers should promote, flows to "teacher behaviors which facilitate achievement of pupil outcomes," and concludes with "competencies which facilitate teacher behaviors." As noted elsewhere, most C/PBTE competencies are derived from analyses of what teachers do. A careful reading of the Minnesota guide—or a comparable one—begins to translate an abstract concept of C/PBTE into concrete curriculum and personnel training terms.

BEST COPY AVAILABLE

FIGURE 2
Comparison of the Conventional Approach to Teacher Education with a Competency-Based Teacher Education Approach
South Carolina State College

	Conventional	Competency-Based Teacher Education
Objectives	Nonbehavioral, generalized. Student guesses or assumes.	Behavioral, specific, detailed. Given to student at start of term, each unit and study period.
Course Outline	Chapter—topic—textbook—test dates.	Detailed step-by-step objectives and media chains to be used in self-paced program.
Course Conduct	Three weekly lectures, outside reading, trouble conferences arranged.	One weekly assembly, independent self-study, multi-media, small seminar groups, much tutorial assistance.
Student Evaluation	Twice a year.	May be daily or weekly depending upon the individual student's completion of the learning task.
Knowledge of Results	Twice a session—long delays. Formal faculty tests, written in group.	Weekly, immediately. Self-testing. Written, oral, group and individual examinations and quizzes.
Emphasis	Teacher, Text, Tests, Grades } Instructional	Learner, Multi-Media, Feedback, Achievement } Learning

Some Critical Problems

Several critical problems must be solved before moving into C/PBTE. First, there is the money problem. Time and money are needed to develop, produce, and market training modules and to train people to use them effectively. Obviously, large budgets will be a continuing necessity. One speaker estimated that local school districts in New Jersey had contributed time valued at $220,000 for the 272 members of sixteen task forces

studying C/PBTE over a two-year period. He mentioned a several-thousand-dollar annual state appropriation for the study group. On the federal level, Teacher Corps requires contractors to be competency-based, yet only a few programs are operating. Institutions may need up to tens of thousands of dollars for C/PBTE in addition to funds necessary to operate traditional programs for the existing market for traditional teachers.

An AACTE publication names two kinds of comprehensive costs which clarify the financial requirements of C/PBTE:

1. Developmental costs for the initial training of personnel and time to select competencies, develop instructional materials, create assessment techniques, and build up the management system.
2. Operational costs "for extensive instructional materials, elaborate assessment procedures, extensive record keeping, and released time for school supervisors of school personnel supervising clinical experience." (Unknown savings may be inherent in some aspects of C/PBTE, but economies are conjectural at this point. Additional costs are commonly assumed for the first years of operation.)

Training materials for C/PBTE can be very expensive. Until heavy demands develop, commercial producers are hesitant to produce C/PBTE materials as whole units. On the other hand, widespread and successful use is dependent on the availability of materials. The lack of agreement on what constitutes necessary training competencies slows development of materials which can be sold in quantity. The exchange of ideas and materials among teacher trainers can eliminate needless duplication of production efforts, yet communication among C/PBTE developers is now inadequate.

Selecting competencies to be included in a specific program remains a major problem. The first publication of a comprehensive AACTE series reflects group thinking that competencies could be included in training programs only if they could be converted into exact instructional prescriptions and results assessed with accuracy. Now the group is in favor of some content which is "conviction based," that is, used because a particular decision-making group feels it should be included. Nevertheless,

the AACTE group still wants such content analyzed with "clarity, rigor, and explicit definition."

Reaching agreement on competencies to include in particular training programs is very difficult. Troublesome questions are: How are competencies to be identified? Will they be made uncontroversial and even inconsequential simply to gain assent? To what extent is there temptation to skirt emotional and difficult—yet important—competencies? And how much time and money is necessary to select and organize competencies identified by various individuals? What happens when no funds are available to buy planning time?

Assessment problems abound in C/PBTE. C/PBTE advocates usually call for assessment of training programs based on what students in grades K-12 can do. Determining their achievement—and thereby that of teachers—has to be based on techniques suitable for C/PBTE objectives. One problem is that most current tests and testing procedures were designed for traditional teaching. Another is that since there is much uncertainty about the reliability of student testing, judging teacher effectiveness on that basis is open to question. The safe thing for a teacher is to teach for the test in order to look good when test results are made public. Many teachers believe, however, that the results of teaching may take years before coming to fruition. Moreover, people trained in scientific evaluation are in short supply. Assessment concerns receive high priority in C/PBTE literature, by advocates and by critics alike, but accurate assessment is still difficult to establish.

Another problem is how to create a massive training and retraining program. Presently, there is little understanding of what is needed to retrain teacher trainers and inservice education personnel by the millions. To phase out the traditional while phasing in C/PBTE is complex and expensive.

That there are serious problems in moving beyond the theoretical stage is recognized by serious advocates of C/PBTE. This is a healthy warning to those who move too rapidly to get on a C/PBTE bandwagon.

Some Important Concerns

Descriptions of a fully developed C/PBTE program look rational.

It creates a unified and systematic training program. It focuses on desirable motivation, results, and response to public demands to which educators can be held accountable. Nevertheless, there are some critical questions to be considered in order to assess the system fully and fairly. Here are some provocative issues that necessarily arise.

An immediate concern is with the origin of pressures to incorporate C/PBTE. That many come from legislatures and state education agencies is reassuring in some ways. These pressures represent a recognition of the importance of education; they constitute involvement of critical groups. And C/PBTE mandates may be commendable in that they seek to make education accountable for what is done with students and with public resources. To the extent that they repudiate professional knowledge, however, pressures to mandate C/PBTE may be undesirable.

Although the evidence for C/PBTE is very thin in several respects, particularly in assessment of techniques, many states are moving toward C/PBTE or mandating it be installed either as the statewide approach or at least as one alternative. Under pressures to move rapidly and extensively, educators may be merely changing form without changing substance, cutting and pasting curricular materials and providing new headings for old concepts. Even though they may use accepted jargon, educators may find the approach conflicts with their own teaching style.

The absence of hard facts which clearly connect specific teaching acts to predictable student behavior is troublesome. Without factual knowledge on teaching-learning relationships, C/PBTE builders are hard put to require specific training competencies. Studies of teaching effectiveness provide little support for claims that certain competencies are the most important from among all those identified. There are many factors beyond teaching which influence learning and which complicate efforts to determine which teaching acts produce specific learning, such as a student's socioeconomic class.

C/PBTE often is pictured as dehumanizing and depersonalized. The claim reflects the use of a systems approach, a comprehensive prescription of competencies, and specified levels of performance for all. While each individual's program is personalized, initially the teacher-in-training is quite dependent on the

judgment of others on how best to match unique values and competencies to the teacher training system. As the teacher becomes increasingly professionalized, he should be able to select from an array of teaching competencies those which he feels most significant and pertinent.

Humanistic values, insights, and knowledge are neglected, according to some critics. Yet, Merle B. Marks (in an unpublished manuscript) calls attention to the CBTE program at the University of Southern California, which includes training activities on "valuing, feeling, self-perception, and interpersonal functioning." Neglect of humanistic values is not built into C/PBTE. Since most C/PBTE programs operate in large measure off-campus, is there a danger that on-campus teacher education might become overly preoccupied with day-to-day operational questions and with the ever-present pressures of student and parental expectations? How can humanistic values, insights, and knowledge—the gist of general education—be maintained in C/PBTE teacher education sites on- and off-campus? This is a challenge that has not been adequately dealt with.

C/PBTE seems very capable of helping people of diverse races and socioeconomic levels enter education professions, for it eliminates traditional barriers of grade point requirements, semester units, and other devices based upon the clock and the calendar. Yet, by insisting on certain normative general competencies, is it also feasible to include special competencies needed for blacks, Chicanos, Puerto Ricans, American Indians, Appalachian whites, and other unique groups? It is difficult to see how adequate adaptability can be built in for minority group Americans within a basic set of general competencies.

It is commonly believed that performance in the present as well as potential must be considered in determining whether a trainee should drop out before completing preparation or exit as a licensed professional. An individual may presently be a good performer but at the same time be on a plateau—or the individual may be inadequate now but, as a late bloomer, have high potential. An advantage of C/PBTE is that it allows for increasing awareness of self and encourages self-assessment.

C/PBTE objectives and content, like those of any curricular approach, ought to be responsive to student values and life-

styles however impermanent. If C/PBTE objectives are predetermined, how can they be responsive? The training program must be closely attuned to trainees' needs and feelings, and at the same time be capable of economically feasible modifications for local levels.

Training objectives must also be modified toward the goals of free schools and alternative schools. How can these objectives be met? C/PBTE must develop school personnel who can function in experimental schools outside the system or those within the system. If much of the education in the alternative schools is carried on outside the school walls, C/PBTE prepared teachers must be prepared to function in diverse learning situations.

The central question, around which all these concerns revolve, still remains: "What competencies should teachers possess?" The disagreement over the answer to that question has created seemingly insurmountable obstacles. And many of these obstacles, as we shall see, are far removed from the "object" of education—the student.

What Now? What Next?

Much pressure is being applied for C/PBTE. Mandated in many states, it is a strongly pushed alternative in others. Many influential educational leaders favor the C/PBTE approach and many publications have been devoted to the topic. Conference after conference includes major and minor activities on the subject. C/PBTE is surely one of the hottest educational topics around; it even reached the editorial page of the *New York Times*.

While definitions vary, that of the AACTE PBTE Committee captures the essence of C/PBTE. Hundreds of training programs claim to have at least some aspects of C/PBTE, summarized by the AACTE PBTE Committee:

> *Any* instructional program is considered to be performance-based if (a) instructional goals are derived from analysis of practitioner performance and are stated in advance in assessable terms and (b) evidence obtained through assessment of learner performance is used to guide individual instruction, to determine individual progress, and to evaluate the system. The formula is deceptively simple but demanding: careful definition of performance goals in assessable terms and guidance of instruction by evalua-

tion of learner performance. The emphasis on realism and rigor implies a systemic program of individualized instruction, with emphasis on feedback and demonstrated competence to determine pacing and completion of instruction.

When the system is applied to the preparation of teachers for American schools, important value considerations arise—principally the assumptions that: (a) teachers are to be prepared and to keep themselves up to date as professionals in command of a growing body of professional knowledge and (b) they are to work in schools where democratic values are paramount. The fact that the teacher is assumed to be a designer of instruction as well as an instructor and that he is to diagnose and prescribe treatment as do other professionals implies recognition of a special role for the student in the teacher education program and the inclusion of alternatives and options from which he may choose. It means also that the design of teacher education programs on the basis of formally stated hypotheses with evidence gathering and record keeping systems to facilitate the testing of such hypotheses—a research approach—is of key importance in building the knowledge base which is the hallmark of a recognized profession. The Committee recognizes, however, that not all aspects of a program need be performance-based, insisting only that such aspects be consciously designed and properly labelled.

The AACTE C/PBTE group after months of study concluded that competency education is sound in theory but difficult to practice—so difficult that practice may be limited. Three major groups of weaknesses were identified by the AACTE committee:

1. A tendency to move too quickly on too large a scale without adequate preparation and resources, and hence to achieve superficial results; and a corresponding compulsion to "try to do everything" by a performance-based approach, including attainment of objectives which, at the time, its advocates are not prepared to state in assessable terms;
2. A tendency to adopt too eclectic an approach, identifying numerous unrelated competencies without a guiding conceptualization of the teacher's role, resulting in a badly fragmented view of the teaching task;
3. A counter tendency to make too narrow an interpretation of C/PBTE, unduly restricting its application as though its rationale were pertinent only to limited aspects of teacher education, i.e.:

to preservice preparation, neglecting in-service preparation;
to classroom teacher preparation, overlooking other personnel;
to professional education, ignoring applications in liberal arts;
to skills, excluding concepts and attitudes;
to lower levels of cognitive behaviors, omitting higher levels;
to cognitive outcomes only, avoiding affective considerations and in general, to relatively simple easily measured outcomes to the exclusion of complex performances.

Whether C/PBTE is a better design than a number of past and present approaches may never be known. There is little indication that state and federal governments, institutions, and school districts are prepared to invest more resources into teacher preparation. There is, after all, a surplus of sorts. Required for C/PBTE validation would be continuation of existing programs to meet present market demands and concurrent establishing of C/PBTE in order to build a market for its graduates.

Americans are activists; when faced with a problem they want to do something. C/PBTE is the current let's-do-something approach. If it is oversold, if it is pushed prematurely, before nagging assessment problems are solved, it can be set back, perhaps abandoned, by its failure to deliver its promises. The promise of another new approach may be more alluring than the problem-laden C/PBTE, and someone is always trying to get visibility in the profession through a new approach.

C/PBTE has been advocated for several years. When will the evidence be sorted out to help decision makers come to common-sense conclusions? The primary decisions, as we have seen, must be made in response to three central questions: What competencies should teachers possess? How can C/PBTE help cultivate these competencies? And how can we know when these competencies have been acquired?

REFERENCES

Achieving the Potential of Performance-Based Teacher Education Recommendations. Washington, D.C.: American Association of Colleges for Teacher Education, Feb., 1974.

Competence-Based Certification Newsletter, 3 March, 1973.

Dickson, George E., et al. *Early Childhood Education and Competency-Based Teacher Education*, National Leadership Institute Teacher Education/Early Childhood, The University of Connecticut, 1973.

Houston, W. Robert and Robert B. Howsam. *Competency-Based Teacher Education: Progress, Problems, and Prospects*. Chicago: Science Research Associates, 1972.

Keach, Everett T., Jr. *Social Studies for the Elementary School, Proficiency Module #7, Intercultural Understanding-The Problem and a Process*. Athens, Ga.: University of Georgia, n.d.

Maurer, W. M., K. Kees, and S. B. Craig, Jr., Eds. *Generic Teaching Competencies: An Interim Inventory for Subsequent Independent Development by Pennsylvania Colleges and Universities*. Pennsylvania Dept. of Education, June, 1973.

Okey, J. P., J. L. Brown, and W. H. Levie, *Acquiring Teaching Competencies: Reports and Studies*, National Center for the Development of Training Materials in Teacher Education. Bloomington, Ind.: Indiana University. n.d.

Smith, B. Othanel. *Certification of Educational Personnel*. 1971. *Research in Education*, ED 055-975.

Recommended Standards for Teacher Education: Washington, D.C.: National Council for Accreditation of Teacher Education, 1969.

Implications of a Model Elementary School Program with Particular Emphasis on a Performance-Based Program at South Carolina State College. Final Report, South Carolina State College. Washington, D.C., Office of Education. n.d.

Social Studies Teacher Competencies: The Affective Area, The Cognitive Area, The Community, School, and Professional Relations Area. Rpt. University of the State of New York, the State Education Dept., Albany, 1973.

BEST COPY AVAILABLE

Appendix A

CATEGORIES OF TEACHER BEHAVIORS

W. Robert Houston, *Strategies and Resources for Developing a Competency-Based Teacher Education Program*. Albany, N.Y.: New York Education Department and Multi-State Consortium on Performance-Based Teacher Education, October, 1972.

Dodl, Norman et al. *A Catalog of Teacher Competencies: A Working Document*. Tallahassee, Florida: Florida State University, 1972. Dodl developed a taxonomy of categories around which to organize a C/PBTE training program. This conceptual map of teaching behaviors provides a systematic way of looking at teaching competencies to be incorporated into a local training program. Training modules—comprehensive and unified units—can be changed continuously within the context of the total program.

Taxonomy Categories in DODL System

Teacher Behavior Categories (TB)

10 Assessing and Evaluating Student Behavior
- 11—Selecting assessment instruments
- 12—Designing/developing assessment instruments
- 13—Collecting and Quantifying data
- 14—Diagnosing student difficulties or abilities
- 15—Summarizing and interpreting data
- 16—Involving students in self-evaluation
- 17—Diagnosing student affective characteristics

20 Planning Instruction
- 21—Selecting/specifying goals, aims, objectives
- 22—Selecting instructional strategies
- 23—Organizing students
- 24—Selecting or developing materials/activities
- 25—Collaborating with others in planning
- 26—Developing classroom procedures/routines

30 Conducting or Implementing Instruction
- 31—Structuring
- 32—Motivating and reinforcing students

BEST COPY AVAILABLE

33—Conducting discussion/small group activity
34—Conducting individual activities
35—Providing for Feedback
36—Presenting information
37—Utilizing inductive or deductive thinking, or problem solving
38—Questioning and responding
39—Operating hardware (AV equipment)

40 Performing Administrative Duties
41—Supervising aides, tutors, volunteers, etc.
42—Conducting conferences
43—Arranging physical environment
44—Establishing/maintaining procedures and routines
45—Maintaining records
46—Organizing materials, equipment, etc.

50 Communicating
51—Initiating communications verbal/non-verbal
52—Initiating communication verbally
53—Initiating communication non-verbal
54—Responding to communication verbally/non-verbally
55—Responding to communication verbally
56—Responding to communication non-verbally

60 Developing Personal Skills
61—Accepting self
62—Evaluating self
63—Planning for self-improvement
64—Improving self
65—Interacting with others
66—Solving problems

70 Developing Pupil Self
71—Developing pupil self-concept
72—Developing social interaction skills
73—Developing learning-to-learn skills
74—Developing acceptance of responsibility

Object of Change (CH)

1—Self (teacher)
2—Pupil
3—Other human
4—Situation
5—Resources

BEST COPY AVAILABLE

Implied Teacher (IA) Performance Assessment

1—Process criterion
2—Human consequence criterion
3—Product consequence criterion
4—Both process/consequence

Content Area (CA)

01—Agriculture
02—Art
03—Business Education
04—Distributive Education
05—Diversified Programs
06—Driver Education
07—Exceptional Child Education
08—Foreign Languages
09—Health and Safety
10—Home Economics
11—Industrial Arts
12—Industrial Education
13—Junior High or Middle School Work Experience
14—Language Arts or English Language Arts
15—Mathematics
16—Music
17—Physical Education
18—Reading
19—Science
20—Social Studies
21—Technical Education
22—Adult General Education
24—Generic Teaching Skills
27—Drama
28—Early Childhood
29—Guidance
30—Media
31—Speech

Pupil Level (PL)

01—Early Childhood
02—Elementary
03—Middle School
04—Secondary
05—Adult
06—All Levels

Scope (SC)

01—Broad Goal Statement
02—Limited Goal Statement
03—Specific Competency
04—Enabling Skill

Outcome (OC)

01—Cognitive
02—Motor Skills
03—Affective
04—Habit
05—Teacher Process/Skill only

Appendix B

RESOURCES FOR C/PBTE

W. Robert Houston et al. *Resources for Performance-Based Education.* Albany, N.Y.: New York Education Department and Multi-State Consortium on Performance-Based Teacher Education, March, 1973. Securing materials to implement C/PBTE is critical to successful installation. Houston and others have compiled a useful resource book. Some of the training materials are designed specifically for C/PBTE, others are adaptable for such use. Illustrative pages follow.

BEST COPY AVAILABLE

Competency Classification Index

• 10 Assessing and Evaluating Student Behavior

S Alternative Measurement Tactics for Educational Evaluation
M Basic Learning Tasks
M Business Teacher Education Learning Tasks
K Comprehensive Planning Instructional System
F,B Conceptualizing the Process of Instruction
B Consultation for Personalization in Public Schools: A Manual for Practitioners
K Cooperative Urban Teacher Education (CUTE)
S Current Conceptions of Educational Evaluation
S Deciding on Defensible Goals via Educational Needs Assessment
K Designing Effective Instruction
M Educational Teaching and Measurement
M English Education Learning Tasks
S Establishing Performance Standards
M Evaluation and Assessment for Social Studies
M Growth and Development Through Adolescence
K I.G.E. Agency Kit and School Kit
K I.G.E. Film Strip Kit
M I-STEP Syllabus, Individualized Secondary Teacher Education Program
V,B Language Acquisition
B,S Learners and Their Characteristics: Implications for Instructional Decision Making
M Learning Activity Guide
M Methods of Research in Child Study and Observing and Recording Behavior
M Music Education Learning Tasks
M Norm Reference Tests: Their Uses
F One At A Time Together
M Overview of Evaluation
M Purposes and Methods of Classroom Evaluation
F Report Card
K RUPS: Research Utilizing Problem Solving
M Science Education Learning Tasks
M Social Studies Education Learning Tasks
M Speech Teacher Education Learning Tasks
F Tasks of Teaching
K Teacher-Competency Development System
K Teaching Reading Comprehension
M Teaching Reading (Elementary Level)

BEST COPY AVAILABLE

M Teaching Reading Modules
F Techniques of Non-Verbal Psychological Testing
K Testing Interpretation Kit—An Introduction to Language of Testing
F,B Visual Perception and Failure to Learn

• 11 Selecting Assessment Instruments

M Assessing Student Behavior
M Developing An Instructional Package
M Developing Criterion Referenced Tests
F Diagnosis, Formal and Informal
M Diagnosing Reading Strengths—An Instructional Module
M Elementary School Reading: Reading Readiness
M Evaluating Reading Performance
M Evaluation of Team Teaching and Children's Continuous Progress
F I'm Not Too Famous At It
S Interpreting a Published Achievement Test
F Introduction to the Stanford-Binet Test of Intelligence
F I.Q.—Questionable Criterion
S Measurement of Learning
S Modern Measurement Methods
A New Techniques for Assessing Cognitive Development
M Norm Referenced Tests: Selection, Administration and Interpretation
M Phonic Word Attack Skills
F Piaget's Development Theory: Classification
M Pupil Evaluation
F Standardized Test—An Educational Tool
M Understanding Intelligence and Interpreting I.Q.
A Use of Standardized Tests by Teachers
M Using Informal Diagnostic Tests in Reading Skills

• 12 Designing and Developing Assessment Instruments

B Analysis of In-Service Problems: Formulating Useful Instructional Objectives
M Assessing Student Behavior
M Construct Evaluation Items Appropriate to a Variety of Behaviorally Stated Objectives
M Criterion Testing
K Designing Criterion Measures
M Developing An Instructional Package
M Developing Instructional Modules
F Diagnosis—Formal and Informal
M Elementary School Reading: Reading Readiness
M Evaluating Reading Performance
S Evaluation

BEST COPY AVAILABLE

M Evaluation of Team Teaching and Children's Continuous Progress
A,P Foreign Language Teacher Interacts
M Introduction to a Diagnosis-Prescription System for Staff Development
M Item Writing: Alternative Choice, Matching, Completion, Short Answers
M Item Writing: Essay, Oral, Process and Product
M Item Writing: Multiple Choice
S Making Your Own Tests
S Measurement of Learning
S Modern Measurement Methods
F Piaget's Development Theory: Classification
M Pupil Evaluation
M Reading Readiness
M Record Keeping: Social, Affective, Physical Domain
M Scoring and Grading
B Structured Tutoring I: The Structured Tutoring Model
F They All Learn To Read
M Understanding Intelligence and Interpreting I.Q.
M Whole Test Construction
M Writing Classroom Tests
S Writing Tests Which Measure Objectives

• 13 Collecting and Quantifying Instruments

M Age Differences
M Awareness of Child Characteristics
M Child Study Package for Experience Teachers and Students of Teaching
M Classroom Awareness
M Diagnosing Arithmetic Skills
M Diagnosing Reading Strength—An Instructional Module
M Evaluating Reading Performance
F I.Q.—Questionable Criterion
F Knowing To Learn
F Light of Your Life
S Making Your Own Tests
M Nature and Instructional Implications of Reading
M Norm Referenced Tests: Selection, Administration and Interpretation
F Piaget's Developmental Theory: Classification
M Producing a Descriptive Narrative of a Child's Behavior

A—Audiotapes; B—Books, Guides, Printed Matter; F—Films; G—Games and Simulations; K—Kits, Multi-Media Packages, or Mini-Courses; M—Modules; P—Programmed Texts; S—Slide/Tapes and Filmstrips; V—Videotapes.

BEST COPY AVAILABLE

Appendix C

ILLUSTRATIVE COMPETENCIES FOR MINNESOTA SOCIAL STUDIES TEACHERS: AFFECTIVE

The Task Force to Study Programs Leading to Certification for Teachers of Social Studies. *Social Studies Teacher Competencies: the Affective Area; the Cognitive Area, the Community, School, and Professional Relations Area.* Minneapolis: Minnesota Department of Education. Reprinted by University of the State of New York, the State Education Department, Albany, N.Y., 1973.

Social Studies Teacher Competencies: The Affective Area

A COMPETENT TEACHER MAKES PROGRESS TOWARD PUPIL OUTCOMES LISTED BELOW	TEACHER BEHAVIORS WHICH FACILITATE ACHIEVEMENT OF PUPIL OUTCOMES	COMPETENCIES WHICH FACILITATE TEACHER BEHAVIORS
A. General Goal **Has a positive self-concept, characterized by the following behavior:**	Creates a warm and open climate which facilitates student learning.	Identifies factors which help create a warm and open classroom climate and those which create a climate which interferes with thinking and expressing feelings.
1. Is willing to take risks in relations with others.	Encourages pupils to disagree with teacher and others and to think for themselves. Encourages diversity in ideas and in ways of approaching tasks.	Identifies ways of reinforcing pupil behavior and helping pupils feel that they are of worth.
a. Expresses feelings honestly. b. Risks disagreeing with others. c. Risks talking with others. d. Solicits perceptions of others about own behavior.	Asks for pupils' perceptions of the teacher's actions and comments.	Analyzes video tapes or transcripts of classroom situations, identifies teacher behaviors which hamper and those which facilitate the development of a warm and open classroom climate.
	Accepts pupils' suggestions without reacting negatively or punitively. However, expresses own feelings about actions honestly.	Analyzes video tapes of own classroom situations, identifies areas in which he/she can improve ability to create a warm and open climate in the classroom.
	Reinforces pupils' attempts to express their ideas and feelings.	Can explain the importance for a good discussion of sensitivity to other people's remarks. Identifies techniques and types of questions which can be used to help pupils become more sensitive to other pupils' remarks.
	Listens to students and makes use of their comments in a discussion either in own remarks or by asking others to react to them.	

BEST COPY AVAILABLE

Makes positive suggestions, not just negative criticisms. If negative remarks need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that one is speaking of actions or work, not of the worth of the individual.

Treats each pupil with respect. Accepts pupils' ideas and feelings and gives consideration to them. Avoids the use of sarcasm and of demeaning words and actions. Demonstrates own faith in student through action and words.

Uses activities to help pupils and teacher become better acquainted (i.e. to share things they like to do).

e. Risks displaying products of own work.

Uses the product of individual and small-group work in the ongoing study of a unit, as basic materials of instruction for the rest of the class.

Can explain the relationship to a good self-concept of a willingness to show others the products of one's work.

Develops lesson and unit plans which provide for individual and small-group work as well as for some activities to be done in common. Suggests activities which can result in products to be used as basic instructional materials for other members of the class.

Schedules the use of pupils' product when they are needed to help other students understand ideas, develop skills, etc., during the on-going study of the unit topic.

Provides help as needed to ensure success in the production of materials or presentations; however, does not provide more help than needed. Does not tell pupils what to do in too much detail or do the job himself/herself.

Identifies the amount of help needed and the types of help needed by different pupils and groups within a class. Identifies criteria to use in deciding how much help to give on different types of tasks, given the goals for the tasks, available materials, and the pupils in the class.

Can explain ways of helping pupils without providing too much direction.

Reinforces pupils' efforts to develop materials for others to use during a unit of work.

Identifies types of reinforcement and can explain ways of using reinforcement to help induce pupils to show others their products.

BEST COPY AVAILABLE

A COMPETENT TEACHER MAKES PROGRESS TOWARD PUPIL OUTCOMES LISTED BELOW	TEACHER BEHAVIORS WHICH FACILITATE ACHIEVEMENT OF PUPIL OUTCOMES	COMPETENCIES WHICH FACILITATE TEACHER BEHAVIORS
f. Seeks out relations with others; does not seem fearful of meeting new people or trying to do things with others.	Uses varied types of group work for different purposes, such as to explore feelings, carry out tasks, etc. Demonstrates ability to use such groups to achieve different purposes.	Identifies different types of group sessions and can explain the role of the teacher and the role of pupils in each. Analyzes video tapes of group activity and identifies factors which facilitate and those which hamper the work of the group, given the objectives for the group session.
	Structures situations to promote chances of successful work with others. Matches group tasks with the ability of the group to perform those tasks.	Identifies different types of group tasks which can be undertaken by pupils with different backgrounds, abilities, and skills. Identifies criteria which might be used in selecting activities which can be undertaken with a good chance of success. Identifies ways of diagnosing interaction pattern and leaders among students in a class.
	If cliques develop or if some pupils seem ignored by others, uses sociometric devices to structure groups. Provides for opportunities to work with those outside of immediate group of friends but in situations in which chances of developing successful relations with others is high.	Identifies steps to follow and ways of handling sociometric devices for grouping students. Can explain the purposes of using such devices.
	Uses learning experiences which provide pupils with opportunities to work with people he/she has not known before or to interview such people.	Identifies types of activities in which pupils have a chance to interview community members or work with people outside of own acquaintances in school or neighborhood. Explain ways of structuring activities to provide increased chances for successful work with others.

BEST COPY AVAILABLE

2. **Indicates by remarks and non-verbal behavior that he/she thinks he/she can succeed at tasks that he/she feels good about self.**

Treats each child with respect; accepts his/her ideas and feelings and gives consideration to them. Avoids the use of sarcasm and does not berate pupils. Avoids the use of demeaning actions and words. Demonstrates faith in student through actions and words.

Professes belief (on attitude scales, in writing, or orally) in the inherent and potential value of any individual. Can explain the importance of a good self-concept to an individual's emotional and intellectual growth.

Identifies factors which have a positive effect and those which have a negative effect upon a person's self-concept.

Identifies actions and words which pupils of different races, ethnic backgrounds, and socioeconomic backgrounds consider demeaning or which almost all people consider demeaning.

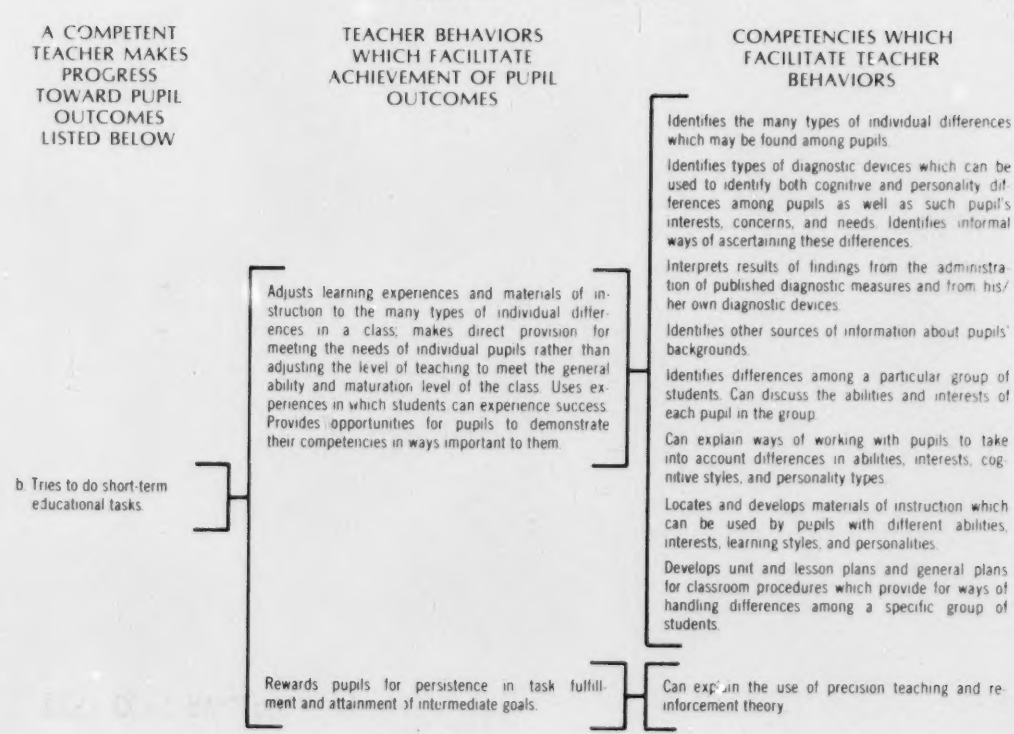
a. Sets up goals and shows persistent effort to attain these goals.

Plans cooperatively with pupils. Helps pupils set up realistic criteria for identifying problems to study, tasks to undertake, etc.

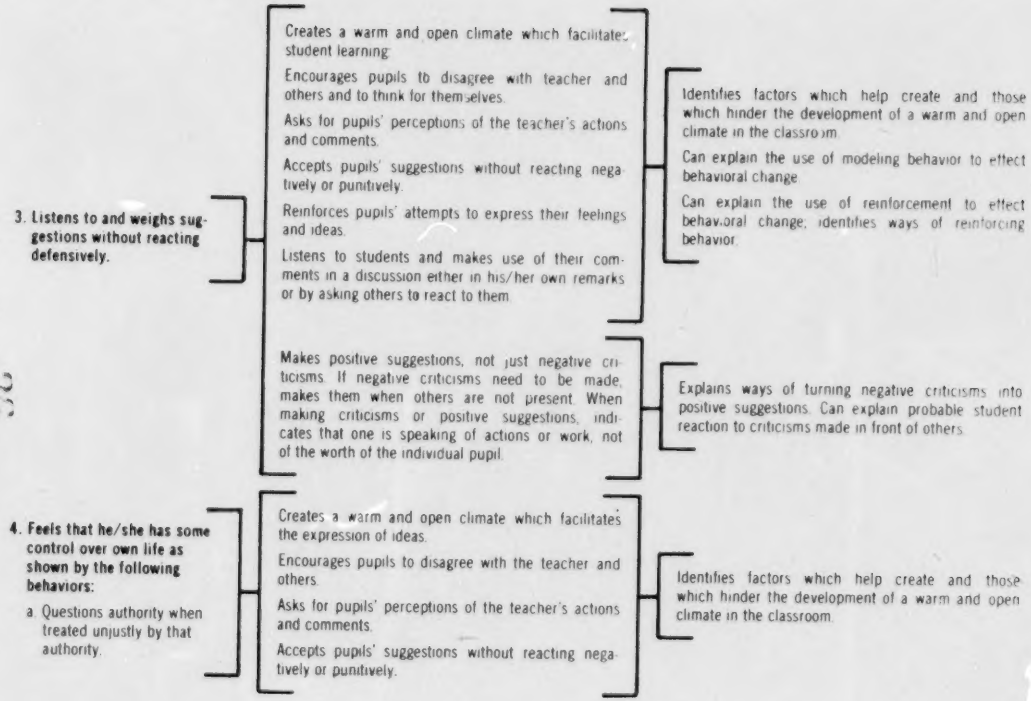
Can explain the purposes of pupil-teacher planning. Identifies different ways of conducting such planning and can explain steps to follow in each.

Identifies criteria which might be used in helping pupils establish realistic goals.

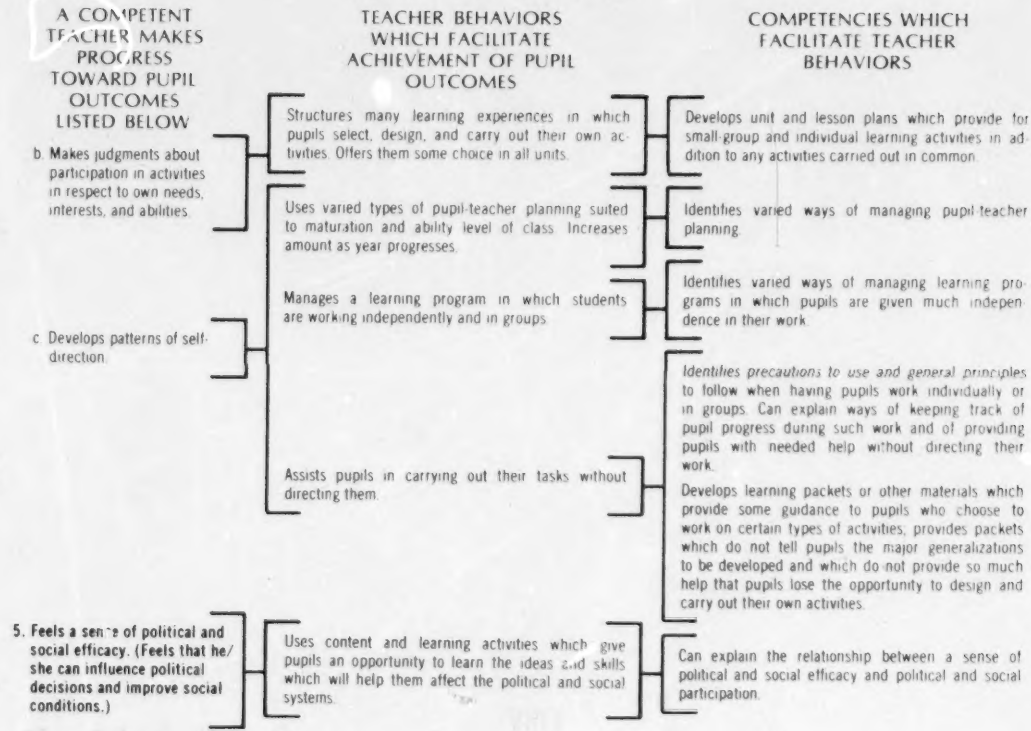
BEST COPY AVAILABLE


A COMPETENT TEACHER MAKES PROGRESS TOWARD PUPIL OUTCOMES LISTED BELOW
b. Tries to do short-term educational tasks.
TEACHER BEHAVIORS WHICH FACILITATE ACHIEVEMENT OF PUPIL OUTCOMES
Adjusts learning experiences and materials of instruction to the many types of individual differences in a class; makes direct provision for meeting the needs of individual pupils rather than adjusting the level of teaching to meet the general ability and maturation level of the class. Uses experiences in which students can experience success. Provides opportunities for pupils to demonstrate their competencies in ways important to them.
Rewards pupils for persistence in task fulfillment and attainment of intermediate goals.
COMPETENCIES WHICH FACILITATE TEACHER BEHAVIORS
Identifies the many types of individual differences which may be found among pupils.
Identifies types of diagnostic devices which can be used to identify both cognitive and personality differences among pupils as well as such pupil's interests, concerns, and needs. Identifies informal ways of ascertaining these differences.
Interprets results of findings from the administration of published diagnostic measures and from his/her own diagnostic devices.
Identifies other sources of information about pupils' backgrounds.
Identifies differences among a particular group of students. Can discuss the abilities and interests of each pupil in the group.
Can explain ways of working with pupils to take into account differences in abilities, interests, cognitive styles, and personality types.
Locates and develops materials of instruction which can be used by pupils with different abilities, interests, learning styles, and personalities.
Develops unit and lesson plans and general plans for classroom procedures which provide for ways of handling differences among a specific group of students.
Can explain the use of precision teaching and reinforcement theory.

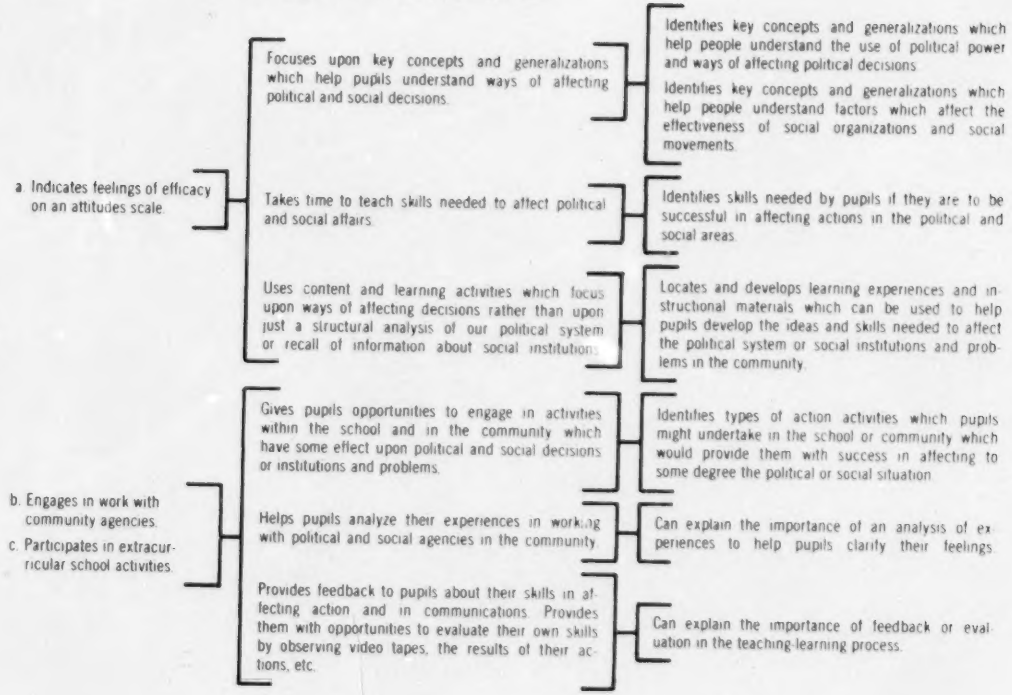
BEST COPY AVAILABLE


3. Listens to and weighs suggestions without reacting defensively.
Creates a warm and open climate which facilitates student learning.
Encourages pupils to disagree with teacher and others and to think for themselves.
Asks for pupils' perceptions of the teacher's actions and comments.
Accepts pupils' suggestions without reacting negatively or punitively.
Reinforces pupils' attempts to express their feelings and ideas.
Listens to students and makes use of their comments in a discussion either in his/her own remarks or by asking others to react to them.
Identifies factors which help create and those which hinder the development of a warm and open climate in the classroom.
Can explain the use of modeling behavior to effect behavioral change.
Can explain the use of reinforcement to effect behavioral change; identifies ways of reinforcing behavior.
Makes positive suggestions, not just negative criticisms. If negative criticisms need to be made, makes them when others are not present. When making criticisms or positive suggestions, indicates that one is speaking of actions or work, not of the worth of the individual pupil.
Explains ways of turning negative criticisms into positive suggestions. Can explain probable student reaction to criticisms made in front of others.
4. Feels that he/she has some control over own life as shown by the following behaviors:
a. Questions authority when treated unjustly by that authority.
Creates a warm and open climate which facilitates the expression of ideas.
Encourages pupils to disagree with the teacher and others.
Asks for pupils' perceptions of the teacher's actions and comments.
Accepts pupils' suggestions without reacting negatively or punitively.
Identifies factors which help create and those which hinder the development of a warm and open climate in the classroom.

BEST COPY AVAILABLE


A COMPETENT TEACHER MAKES PROGRESS TOWARD PUPIL OUTCOMES LISTED BELOW
TEACHER BEHAVIORS WHICH FACILITATE ACHIEVEMENT OF PUPIL OUTCOMES
COMPETENCIES WHICH FACILITATE TEACHER BEHAVIORS
b. Makes judgments about participation in activities in respect to own needs, interests, and abilities.
Structures many learning experiences in which pupils select, design, and carry out their own activities. Offers them some choice in all units.
Develops unit and lesson plans which provide for small-group and individual learning activities in addition to any activities carried out in common.
Uses varied types of pupil-teacher planning suited to maturation and ability level of class. Increases amount as year progresses.
Identifies varied ways of managing pupil-teacher planning.
c. Develops patterns of self-direction.
Manages a learning program in which students are working independently and in groups.
Identifies varied ways of managing learning programs in which pupils are given much independence in their work.
Assists pupils in carrying out their tasks without directing them.
Identifies precautions to use and general principles to follow when having pupils work individually or in groups. Can explain ways of keeping track of pupil progress during such work and of providing pupils with needed help without directing their work.
Develops learning packets or other materials which provide some guidance to pupils who choose to work on certain types of activities; provides packets which do not tell pupils the major generalizations to be developed and which do not provide so much help that pupils lose the opportunity to design and carry out their own activities.
5. Feels a sense of political and social efficacy. (Feels that he/she can influence political decisions and improve social conditions.)
Uses content and learning activities which give pupils an opportunity to learn the ideas and skills which will help them affect the political and social systems.
Can explain the relationship between a sense of political and social efficacy and political and social participation.

BEST COPY AVAILABLE


a. Indicates feelings of efficacy on an attitudes scale.
b. Engages in work with community agencies.
c. Participates in extracurricular school activities.
Focuses upon key concepts and generalizations which help pupils understand ways of affecting political and social decisions.
Takes time to teach skills needed to affect political and social affairs.
Uses content and learning activities which focus upon ways of affecting decisions rather than upon just a structural analysis of our political system or recall of information about social institutions.
Gives pupils opportunities to engage in activities within the school and in the community which have some effect upon political and social decisions or institutions and problems.
Helps pupils analyze their experiences in working with political and social agencies in the community.
Provides feedback to pupils about their skills in affecting action and in communications. Provides them with opportunities to evaluate their own skills by observing video tapes, the results of their actions, etc.
Identifies key concepts and generalizations which help people understand the use of political power and ways of affecting political decisions.
Identifies key concepts and generalizations which help people understand factors which affect the effectiveness of social organizations and social movements.
Identifies skills needed by pupils if they are to be successful in affecting actions in the political and social areas.
Locates and develops learning experiences and instructional materials which can be used to help pupils develop the ideas and skills needed to affect the political system or social institutions and problems in the community.
Identifies types of action activities which pupils might undertake in the school or community which would provide them with success in affecting to some degree the political or social situation.
Can explain the importance of an analysis of experiences to help pupils clarify their feelings.
Can explain the importance of feedback or evaluation in the teaching-learning process.

BEST COPY AVAILABLE

A COMPETENT TEACHER MAKES PROGRESS TOWARD PUPIL OUTCOMES LISTED BELOW	TEACHER BEHAVIORS WHICH FACILITATE ACHIEVEMENT OF PUPIL OUTCOMES	COMPETENCIES WHICH FACILITATE TEACHER BEHAVIORS
6. Accepts responsibility for own actions; does not try to blame others.	Models desired behavior by accepting responsibility for problems arising because he/she failed to do something which a teacher might have done.	Explains the use of modeling behavior to effect behavioral change.
	Creates a warm and open classroom climate. Makes positive suggestions rather than negative criticisms. Criticizes actions, not the pupil as a person.	Identifies factors which help and those which hamper the development of a warm and open classroom climate. Can explain the varying effects of positive and negative criticisms.
	Provides reinforcement for pupils when they accept responsibility for the consequences of their actions.	Can explain the use of reinforcement in effecting behavioral change; identifies ways of reinforcing behavior.
	Uses fiction, nonfiction, short case studies, or films to provoke a discussion of the effects on a person and on others if one refuses to accept responsibility for own actions.	Locates or develops materials of instruction which can be used to provoke thought about the consequences of not accepting responsibility for actions.

38939

This book and others in the series are made available at low cost through the contribution of the Phi Delta Kappa Educational Foundation, established in 1966 with a bequest by George H. Reavis. The Foundation exists to promote a better understanding of the nature of the educative process and the relation of education to human welfare. It operates by subsidizing authors to write booklets and monographs in nontechnical language so that beginning teachers and the public generally may gain a better understanding of educational problems.

The Foundation exists through the generosity of George Reavis and others who have contributed. To accomplish the goals envisaged by the founder the Foundation needs to enlarge its endowment by several million dollars. Contributions to the endowment should be addressed to The Educational Foundation, Phi Delta Kappa, 8th and Union, Bloomington, Indiana 47401. The Ohio State University serves as trustee for the Educational Foundation.

All fifty titles can be purchased for $12.00 ($10.00 for paid-up members of Phi Delta Kappa).

Any six titles $3.00 (only $2.00 for members); twelve titles $5.00 (only $4.00 for members).

Discounts for bulk orders are allowed at the rate 10 to 25, 10%; 26 to 99, 20%; 100 to 499, 30%; 500 to 999, 40%; 1000 or more 50%. Discounts on bulk orders of a single title are based on a unit cost of 50¢ per copy (35¢ for members).

MONEY MUST ACCOMPANY ALL ORDERS FOR LESS THAN $5.00 OR ADD $1.00 FOR HANDLING.

The fastback titles now available are:

1. **SCHOOLS WITHOUT PROPERTY TAXES: HOPE OR ILLUSION?** by Charles Benson and Thomas A. Shannon
2. **THE BEST KEPT SECRET OF THE PAST 5,000 YEARS: WOMEN ARE READY FOR LEADERSHIP IN EDUCATION.** by Elizabeth Koontz
3. **OPEN EDUCATION: PROMISE AND PROBLEMS.** by Vito Perrone
4. **PERFORMANCE CONTRACTING: WHO PROFITS MOST?** by Charles Blaschke
5. **TOO MANY TEACHERS: FACT OR FICTION?** by Herald Regier
6. **HOW SCHOOLS CAN APPLY SYSTEMS ANALYSIS.** by Joseph E. Hill
7. **BUSING: A MORAL ISSUE.** by Howard Ozmon and Sam Craver
8. **DISCIPLINE OR DISASTER?** by Emery Stoops and Joyce King Stoops
9. **LEARNING SYSTEMS FOR THE FUTURE.** by Ron Barnes
10. **WHO SHOULD GO TO COLLEGE?** by Paul Woodring
11. **ALTERNATIVE SCHOOLS IN ACTION.** by Robert C. Riordan
12. **WHAT DO STUDENTS REALLY WANT?** by Dale Baughman
13. **WHAT SHOULD THE SCHOOLS TEACH?** by Fred Wilhelms
14. **HOW TO ACHIEVE ACCOUNTABILITY IN THE PUBLIC SCHOOLS.** by Henry Dyer
15. **NEEDED: A NEW KIND OF TEACHER.** by Elizabeth C. Wilson
16. **INFORMATION SOURCES AND SERVICES IN EDUCATION.** by Lorraine Mathies
17. **SYSTEMATIC THINKING ABOUT EDUCATION.** by Alice H. Hayden and Gerald M. Torkelson
18. **SELECTING CHILDREN'S READING.** by Claire E. Morris
19. **SEX DIFFERENCES IN LEARNING TO READ.** by Jo M. Stanchfield
20. **IS CREATIVITY TEACHABLE?** by E. Paul Torrance and J. Pansy Torrance
21. **TEACHERS AND POLITICS.** by James W. Guthrie and Patricia A. Craig
22. **THE MIDDLE SCHOOL: WHENCE? WHAT? WHITHER?** by Maurice McGlasson
23. **PUBLISH: DON'T PERISH.** by J. Wilson McKenney
24. **EDUCATION FOR A NEW SOCIETY.** by Frederick Mayer
25. **THE CRISIS IN EDUCATION IS OUTSIDE THE CLASSROOM.** by James J. Shields, Jr.
26. **THE TEACHER AND THE DRUG SCENE.** by John Eddy
27. **THE LIVELIEST SEMINAR IN TOWN.** by John L. Parker
28. **EDUCATION FOR A GLOBAL SOCIETY.** by James Becker
29. **CAN INTELLIGENCE BE TAUGHT?** by Thomas G. Sexton and Donald R. Poling
30. **HOW TO RECOGNIZE A GOOD SCHOOL.** by Neil Postman and Charles Weingartner
31. **IN BETWEEN: THE ADOLESCENTS' STRUGGLE FOR INDEPENDENCE.** by Jerry Disque
32. **EFFECTIVE TEACHING IN THE DESEGREGATED SCHOOL.** by James H. Bash
33. **THE ART OF FOLLOWERSHIP (WHAT HAPPENED TO THE INDIANS?)** by Berle J. Fallon
34. **LEADERS LIVE WITH CRISES.** by Theodore Kauss
35. **MARSHALLING COMMUNITY LEADERSHIP TO SUPPORT THE PUBLIC SCHOOLS.** by Nolan Estes
36. **PREPARING EDUCATIONAL LEADERS: NEW CHALLENGES AND NEW PERSPECTIVES.** by Melvin P. Heller
37. **GENERAL EDUCATION: THE SEARCH FOR A RATIONALE.** by Harry S. Broudy
38. **THE HUMANE LEADER.** by Edgar Dale
39. **PARLIAMENTARY PROCEDURE: TOOL OF LEADERSHIP.** by King Broadrick
40. **APHORISMS ON EDUCATION.** by Raymond Muessig
41. **METRICATION, AMERICAN STYLE.** by John Izzi
42. **OPTIONAL ALTERNATIVE PUBLIC SCHOOLS.** by Vernon Smith, Daniel Burke, and Robert Barr
43. **MOTIVATION AND LEARNING IN SCHOOL.** by Jack Frymier
44. **INFORMAL LEARNING.** by Martha King
45. **LEARNING WITHOUT A TEACHER.** by Michael Russman
46. **VIOLENCE IN THE SCHOOLS: CAUSES AND REMEDIES.** by Michael Berger
47. **THE SCHOOL'S RESPONSIBILITY FOR SEX EDUCATION.** by Elizabeth Mooney
48. **THREE VIEWS OF COMPETENCY-BASED TEACHER EDUCATION: I THEORY.** by Joel Burdin
49. **THREE VIEWS OF COMPETENCY-BASED TEACHER EDUCATION: II UNIVERSITY OF HOUSTON.** by W. Robert Houston and Howard L. Jones
50. **THREE VIEWS OF COMPETENCY-BASED TEACHER EDUCATION: III UNIVERSITY OF NEBRASKA.** by Edgar Kelley

Order from: PHI DELTA KAPPA
Eighth and Union, Box 789, Bloomington, IN 47401

See inside back cover for prices.